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ABSTRACT

This bibliography presents materials for research and application of open admissions policies in higher education. Sections cover: open admissions; factors influencing high school graduates to attend college; disadvantaged and minority students; precollege and special programs; English and reading skills; general compensatory programs; dropouts; and aspirations, career patterns, and social mobility of college graduates. (MJM)

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A BIBLIOGRAPHY FOR RESEARCH AND APPLICATION

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PREFACE

Probably everyone interested in higher education is aware of the Open Admissions Program at the City University of New York. For those of us at the City University, the Open Admissions Program represents a major re-emphasis and expansion of the University's teaching function. This teaching function has a tendency to occupy the major portion of our professional energies as well as of our financial support. However, we do want to be reminded that the University intends to meet its obligations in the development of knowledge--as a source of research and for the dissemination of the results of research.

The City University is the largest educational institution in the United States located entirely or even primarily in an urban area. It is my belief that the things the University is doing, and the many and varied people involved with them, represent a unique and remarkable potential source of social science study. We are trying, in a small way, to tap this potential and to offer to the intellectual community such research as may help in the development of social policies.

This bibliography is one of the many kinds of research tools that we are pleased to make available to the social science and higher education communities. It enlarges upon a previous effort (Open Admissions: A Bibliography 1968-1972 23 pages) which was issued in September, 1973, but does not supplant it.

Seymour C. Hyman
Deputy Chancellor

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INTRODUCTION

The open admissions policy of the City University of New York (CUNY) began in the Fall of 1970. Under this program all graduates of New York City high schools were guaranteed a place in the university, irrespective of their high school average.

The CUNY program has generated a number of issues and concerns, both within the university and in higher education generally. As part of our open admissions research project, we have compiled an extensive bibliography of articles, books and reports. The references deal with many of the issues and questions raised by the program. These issues and related references are grouped under eight headings.

First, open admissions policies raise many questions about the relation of higher education and the larger social structure. Such policies also have significant impact on the structure of the university itself. The interest in open admissions and its potential effects on the role of the university has produced a vast amount of literature, and it is included in the first section of the bibliography.

By definition, open admissions policies increase access to higher education. However, it does not follow that students necessarily utilize the opportunities provided by such programs. The second section of the bibliography presents references dealing with the factors influencing college selection and attendance.

One of the primary goals of open admissions is to provide a college opportunity for a greater number of students who come from disadvantaged

cultural, economic, and academic backgrounds. A rather diverse literature exists on the education of such students. The relevant references are listed in section three.

When CUNY made the decision to implement an open admissions policy, it recognized that substantial numbers of academically underprepared students would be entering. In response to this expectation, the various CUNY campuses developed a variety of compensatory and remedial programs in different areas. Sections four, five, and six present literature dealing with the variety of approaches that colleges and universities across the nation have been developing in response to needs for compensatory education.

One initial aim of the CUNY program was that it should attempt to avoid the high attrition rates or "revolving door" characteristics of open admissions policies elsewhere. Section seven presents the literature dealing with factors which may cause a student to drop out of college.

A significant function of CUNY, both historically and currently, has been to provide a means of social mobility, particularly for the economically disadvantaged of New York City. With increased college enrollments and larger numbers of students graduating yearly, there is concern over the employability of today's college graduate. While it is too early to forecast the occupational prospects for the first open admissions senior college graduating class, there are a variety of articles and books dealing with the social mobility and occupational preferences of college graduates. Section eight presents literature relevant to this topic.

The material collected for this bibliography dates roughly from

the mid-1960's to the present. It has been compiled from the following sources: Sociological Abstracts, Psychological Abstracts, various educational indexes, and the Educational Resources Information Center (ERIC). All ERIC material is identified by the prefix "ED" and a number at the end of each citation.

We are currently in the process of adding more citations to this bibliography. We are also reviewing and annotating the references. They are crucial for the ultimate goals of our open admissions research project. However, others are also conducting research, and both administrators and faculty must, on a daily basis, deal with the formulation, modification, and implementation of programs. We hope, therefore, that this bibliography will be useful for both research and practice.

SECTION I

OPEN ADMISSIONS

OPEN ADMISSIONS

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SECTION II

FACTORS INFLUENCING HIGH SCHOOL GRADUATES TO ATTEND COLLEGE

FACTORS INFLUENCING HIGH SCHOOL GRADUATES TO ATTEND COLLEGE

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SECTION III

DISADVANTAGED AND MINORITY STUDENTS

DISADVANTAGED AND MINORITY STUDENTS

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SECTION VI

GENERAL COMPENSATORY PROGRAMS

GENERAL COMPENSATORY PROGRAMS

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SECTION VII

DROPOUTS

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SECTION VIII

ASPIRATIONS, CAREER PATTERNS, AND SOCIAL MOBILITY OF COLLEGE GRADUATES

ASPIRATIONS, CAREER PATTERNS, AND SOCIAL MOBILITY OF COLLEGE GRADUATES

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